



Pupil premium strategy statement 2025-2026



Malbank School & Sixth Form College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview (all figures correct as of 1st December 2025)

Detail	Data
Number of pupils in school	1134 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	25.3% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2025 -2026
Date this statement was published	18 th December 2025
Date on which it will be reviewed	5 th November 2026
Statement authorised by	John Harrison (Headteacher)
Pupil premium lead	Julie Machin (Assistant Head/SENCo)
Governor	Joanna Wright Governor

Funding overview (all figures correct as of 1st December 2025)

Detail	Amount
Pupil premium funding allocation this academic year	£316,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£15,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£331,050

Part A: Pupil premium strategy plan Statement of intent

Malbank School strives to support disadvantaged pupils to 'Make the '60 matter': to maximise every minute of every lesson and be the best that they can be. We strive to improve the attendance of our disadvantaged pupils, to identify and remove barriers to learning through quality first teaching, targeted academic support and non-academic support. We aim to support disadvantaged pupils to achieve the best outcomes so that they have appropriate pathways when they leave us, go on to make a valuable contribution to society and achieve in line with their peers. We use evidenced based research such as

the EEF toolkit to inform decisions and planning alongside regular reviews of our pupils needs. For the last three years, we have adopted a philosophy whereby we aim to focus heavily on investing in teaching staff, particularly Key Stage 3, to build foundations for success for all students with a focus on our disadvantaged students. High-quality teaching is at the heart of our approach, with an unapologetic focus on areas in which disadvantaged pupils require the most support, both academic and non-academic. Using EEF research, we have also invested in high-quality CPD for teaching and non-teaching staff to continue to support the philosophy mentioned above, focussing on concepts proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school. In the last three years, we have enhanced our curriculum offer to widen pathways into vocation subjects, move away from an enforced EBACC system and increase educational engagement. A significant addition to our strategy this year, is the focus on transition into Key stage 3 from primary school: our unique catchment requires us to acknowledge the high number of primary schools (currently around 25) that we are a feeder for, and that a fostering a sense of belonging, engagement and removing barriers before the students enter in Year 7, through extensive primary transition, is key to success.

Our current whole school context is outlined below: (figures correct as of 1st December 2025)

- **Pupil Premium (PP):** 229 pupils (25.3% of the school population/Years 7-11)
- **Looked After Children (LAC):** 8 pupils (0.6% of the school population)
- **PP with SEND (K/E):** 104 pupils (6.5% of the school population)
- **PP/K (SEND Support):** 73 pupils (3.8%)
- **PP/E (EHCP):** 31 pupils (2.7%)
- **LAC with SEND (K/E):** 7 pupils

Year Group Breakdown

Year	FSM/PP % of cohort
Y7	27.3%
Y8	25.7%
Y9	26.2%
Y10	24.4%
Y11	23.3%

Key Insights

- **PP concentration is highest in KS3 (Years 7–9)**, where around a quarter of pupils are PP. This drops in KS4 (Years 10–11 but still over 20% of the cohort)
- **SEND overlap with PP is substantial:** roughly one-third of PP pupils also have SEND (K/E).
- **LAC numbers are small but consistent**, with a slight concentration in Years 8–10.
- **EHCP representation among PP pupils** is strongest in Years 10–11, indicating increasing complexity of need as pupils progress through school.

This overview highlights a PP presence in lower years, the intersection of PP and SEND, and the small but important LAC cohort. It provides a clear evidence base for tailoring interventions, particularly in KS3 where PP numbers are highest, and in KS4 where SEND needs among PP pupils are more pronounced.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set through devising and reviewing regularly our broad, balanced, and well-sequenced curriculum.
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure our school-practice when considering disadvantaged student support, is rooted in high-quality evident informed research.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
<p>Attendance</p>	<p>Whilst improvements have been made to increase the attendance of all pupils at Malbank, we are aware that the gap between the attendance of some of our disadvantaged students, particularly those in Key stage 4 (Years 9, 10 and 11) is of a significant concern.</p> <p>In 2023/2024 the gap between disadvantaged students and their peers was 7.2%. Attendance of Pupil Premium students in Years 7-11 was 85.6.%, which shows a marginal increase across whole cumulative attendance. Other year groups showed a similar pattern of gaps between disadvantaged and non-disadvantaged students' attendance averaging at 5-7% with less of a gap seen in Years 7(3.8% gap): early support, identification from KS2 and increased and extended transition from our feeder schools has supported this decrease.</p> <p>In 2024/2025 the gap between disadvantaged students and their peers was 6.53%. Attendance of Pupil Premium students in Years 7-11 was 83.65%, which shows a marginal decrease across whole cumulative attendance despite the gap decreasing overall.</p> <p>Other year groups showed a significantly reduced gap between disadvantaged and non-disadvantaged students' attendance averaging at 6% with less of a gap seen in Years 7 and 8 (2.6% gap in Year 7 and 3.4% gap in Year 8) It is clear to see that our</p>

	<p>planned and targeted early support, identification from KS2 and increased and extended transition from our feeder schools has supported this decrease.</p> <p>Early attendance figures September to October 2025 support the trend of reducing the attendance gap: Year 7 and 8 FSM/Pupil premium students' gap in attendance currently stands at 3.8%.</p> <p>Whilst no one factor can be singled-out to pin-point the 'increase' in attendance, impact of long term attendance focussed strategies such as a whole school awareness of barriers to attendance such as work to support a growing number of EBSNA students, collaborative work with the Local authority and increasing the spend on staff in the pastoral and well-being teams, can be said to have contributed: these initiatives will continue to be funded for the foreseeable future.</p> <p>Other successful strategies have included:</p> <ul style="list-style-type: none"> • Increased funding of AP to support attendance in and out of 'school' • Transition support for Key stage 2 into 3. • Early 'challenge and support' offered through increased Attendance and Welfare support in the absence of Local authority funded support (as was offered in previous years)
<p>Outcomes</p>	<p>Last years' GCSE cohort, (58 students) achieved the following compared to their non-disadvantaged peers:</p> <ul style="list-style-type: none"> • English grade 4 and above: 60.3% (gap 18%) • English grade 5 and above: 43% (gap 15.6%) • Maths's grade 4 and above: 46.6% (gap 23.4%) • Maths's grade 5 and above: 17.2% (gap 28.9%) • English and maths (strong pass/5 and above): 13.8% (25.4%) • EBACC entry: 19% (gap 34.2% gap) * <p>Challenges continue to align around the progress and attainment in English and Maths and securing both standard and strong passes in these core subjects.</p> <p>*Statement about non-enforced EBACC here.</p>
<p>Reading and Literacy</p>	<p>A significant proportion of disadvantaged students (FSM) enter Year 7 with reading ages that mask a wide range of underlying need. Although the average reading age (11 years 0 months) aligns broadly with chronological age, the cohort includes several outliers with reading ages significantly below expected levels. There are also significant numbers of students in higher years who also have a reading age below their chronological age.</p> <p>Detail of challenge specifically in Year 7</p>

	<p>Assessment data shows that, while the mean reading age suggests students are “high school ready,” the distribution is highly variable. Four students scored below age 7, indicating substantial decoding and fluency gaps, while four achieved the maximum reading age of 17. This variability presents challenges for targeted support and necessitates differentiated intervention. To address this, additional training has been purchased to support staff in delivering fluency and phonics-based interventions, enabling them to meet a broader range of literacy needs.</p> <ul style="list-style-type: none"> • A successful trial of Reading Plus last academic year showed an average improvement of 20 months in reading age within 6 months for participating students. • Two disadvantaged students made exceptional gains of 35 and 41 months, and their progress has been maintained through retesting this year. • Early indicators for the current academic year suggest that Reading Plus continues to be effective for students whose main barrier is comprehension. • Ongoing research into additional interventions aims to identify effective programmes for students with alternative barriers (e.g., decoding or fluency), ensuring all literacy needs are addressed.
<p>Mental Health and well-being</p>	<p>Recent national data highlight a significant and sustained demand for mental health support among children and young people in England. According to NHS England’s 2023 survey, about one in five individuals aged 8 to 25 had a probable mental health disorder: specifically, 20.3% of 8–16-year-olds, 23.3% of 17–19-year-olds, and 21.7% of 20–25-year-olds. This trend represents a marked increase over previous years, illustrating the growing mental health needs of school-aged children and young people.</p> <p>In response, the national school support infrastructure is also expanding. As of 2024–25, more than 5 million pupils and further-education learners — roughly 52% nationwide — had access to a Mental Health Support Team (MHST) through their school or college, covering over 10,000 settings. The rollout continues, with further expansion planned to increase coverage in coming years.</p> <p>These national trends underscore a broad, systemic shift: rising prevalence of mental health challenges among young people, paired with increasing investment in early intervention and school-based mental health provision.</p> <p>Local Response — Our School’s Strategy</p>

	<p>Considering this national context, our school’s SEMH strategy represents a timely and evidence-informed local response. We have implemented whole-school screening to capture pupil voice across all aspects of school life, with particular regard to emotional well-being and external concerns. Our <i>“I wish my teacher knew...”</i> framework — combined with weekly tutor check-ins and a confidential online platform — offers pupils safe and regular opportunities to express issues affecting them.</p> <p>We have strengthened our internal provision through an in-house Well-being Hub, and have increased referrals to external specialist services, reflecting both rising need and increasing pupil willingness to engage with support. We have also developed mental health support packs for students and parents, offering practical coping strategies and signposting further services — aligning with best practice for early intervention and holistic support.</p> <p>Moreover, all form tutors have undergone training in active listening and are empowered as emotionally available adults for their year groups. Through scheduled check-ins and open-door drop-in sessions, we provide regular, accessible pastoral support — ensuring that our approach is consistent, structured, and responsive to student needs.</p>
<p>Ensure transition from KS2 to KS3 removes barriers for PP/FSM students</p>	<p>Disadvantaged pupils entering Year 7 face multiple barriers that can impact attendance, engagement, and academic progress. Attendance can dip early in the year, often linked to low confidence, anxiety, or lack of correct uniform and equipment, making pupils hesitant to attend. Parental engagement is frequently lower among PP/FSM families due to work patterns, financial pressures, or unfamiliarity with secondary expectations, so additional support is required.</p> <p>SEN and pastoral information from feeder primaries may be inconsistent, leaving some pupils with unmet needs or delayed support. Many PP/FSM pupils also start secondary school with lower literacy and numeracy skills, creating academic gaps that can widen quickly without targeted intervention. Socially, disadvantaged pupils may struggle to form friendships, navigate unstructured times, or feel a sense of belonging. Financial limitations can restrict access to enrichment, such as the Year 7 residential, while a lack of uniform or essential equipment can affect confidence and engagement.</p> <p>Additionally, some pupils need structured support to manage their day-to-day wellbeing. Daily check-ins with a dedicated KS2–KS3 Transition Lead are necessary to monitor attendance, emotional wellbeing, and academic engagement, ensuring that early challenges are addressed promptly and that pupils feel supported from day one.</p>

	Early engagement with primaries (Y5 Enrichment Day, Y6 Primary Visits and Extended Transition) will enhance familiarity with school environment and build stronger relationships.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance of disadvantaged students will improve.</p>	<p>Academic year 2025/2026 DfE target for whole school attendance is 90.5%. Based on our extensive work to reduce the attendance gap for our disadvantaged students, success would be seen in the following measures:</p> <ul style="list-style-type: none"> • Significant closing of the attendance gap in Years 7 and 8 where key interventions have been strategically in place to do so such as the move towards 'Culture' Managers and Transition leads. • Closing of the attendance gaps in Years 9 –11 where students who were classes as either 'severely' or 'persistently' absent have increased their engagement in education • Significant closing of the attendance gap for those students who are form part of a unique but growing cohort who are one or more of the following: disadvantaged, LAC, SEN (K and E code). • Widening participation numbers in either school-based AP or externally sought Work experience placements.
<p>Key stage 4 outcomes will improve.</p>	<p>Baseline measures for all students will, for the next two academic years, will shift focus to A8 and ensuring that gaps are reduced in terms of Maths and English. The A8 for our disadvantaged cohort stands at 35.62 (gap of 7.23) and English and Maths at 5+ for our disadvantaged cohort stands at 15.1 (gap of 17.1) based on last year's summer results – we are working to reduce that to be in-line with national and local averages in the next two years.</p> <p>Specifically, to ensure outcomes improve, we focus on:</p> <ul style="list-style-type: none"> • Quality assurance measures and lesson sampling will show that disadvantaged pupils have high levels of challenge in their learning which demonstrates good or better progress: strengthened by our investment in CPD

	<p>such as ‘Steplab’ to drive whole school engagement.</p> <ul style="list-style-type: none"> Disadvantaged pupils will make progress in line with their targets and are in line with their non-disadvantaged peers. Improvements in Maths A8 and EBACC A8 will be made alongside decreasing the attainment gap at a grade 5 for both Maths and English. Offering a broad and diverse curriculum for our disadvantaged students, has been central to our current and future Disadvantaged strategy, this will be a continued focus and in particular varied pathways to secure outcomes for disadvantaged students such as ‘widening’ our curriculum offer to include more qualifications that have either a vocational or BTEC assessment (current Year 10 students- 14% of places are taken by PP students).
<p>Literacy levels will improve.</p>	<p>Internal assessments and funded programmes and interventions will be in place to:</p> <ul style="list-style-type: none"> To improve the reading fluency, phonics knowledge, and overall reading age of disadvantaged students entering KS3. To ensure staff are confident and skilled in delivering targeted literacy interventions that address decoding, fluency, and comprehension barriers. To provide a suite of interventions that can meet the diverse literacy needs identified within the cohort. Students with low reading ages demonstrate accelerated progress, closing the gap with their peers. Staff delivering literacy interventions report increased confidence and competence, evidenced through feedback and monitoring. Reading assessment data shows sustained or improved progress across both fluency and comprehension measures. Selected interventions demonstrate measurable impact within 6–12 months of implementation.
<p>Barriers to success such as poor mental health and well-being are identified and sought to be removed or decreased.</p>	<p>Success would then be measured by/through:</p> <ul style="list-style-type: none"> Pupil voice would show that students feel heard, understood, and supported in expressing concerns both inside and outside school. Whole-school SEMH screening data would show improvements in emotional well-being, with

	<p>reductions in reported anxiety, worries, or disengagement.</p> <ul style="list-style-type: none"> • Engagement with the “<i>I wish my teacher knew...</i>” system would show regular, meaningful submissions and evidence of timely staff responses. • Increased use of the online pupil voice platform would show that pupils trust the system and feel safe sharing concerns privately. • Well-being Hub referrals would show positive outcomes, including improved emotional regulation and increased student confidence in accessing support. • External agency involvement (e.g., MHST) would show timely and effective support, with measurable improvements in pupils’ mental health. • Students’ and parents’ use of mental health support packs would show increased awareness of coping strategies and knowledge of available services. • Form tutors fulfilling their role as emotionally available adults would show stronger tutor–pupil relationships and positive pupil feedback. • Scheduled check-ins and drop-ins would show that pupils actively seek support and perceive tutors as trusted adults. • Quantifiable SEMH indicators would show reductions in behavioural incidents linked to emotional distress, improved attendance, and higher engagement in learning
<p>PP/FSM pupils transition into KS3 smoothly, confidently, and without barriers to learning or inclusion.</p>	<p>We aim to improve attendance, strengthen parental engagement, identify, and address SEN or pastoral needs early, and narrow literacy and numeracy gaps.</p> <p>Success will be demonstrated by:</p> <ul style="list-style-type: none"> • Improved literacy and numeracy baselines for PP/FSM pupils – this will be evident from engagement and completion of Sparx Reader and Sparx Maths. • Attendance data evidencing a reduced gap between non-PP peers and heightened parental communication will reduce the number of unauthorised absences for PP pupils. • Student voice survey evidence showing reduced anxiety and improved confidence, sense of belonging, and engagement. • Student self-reflection from PDL topics will indicate confidence and resilience. Behaviour

	<p>incidents among PP/FSM pupils will decrease by at least 20% in the first term compared with previous cohorts.</p> <ul style="list-style-type: none"> • Over 60% of PP/FSM parents will participate in Transition Evening. Over 50% of parents will participate in the Pastoral Evening in October. • All disadvantaged pupils will have the correct uniform and equipment – this will be evidenced through the Mall-bank strike system. • SEN needs identified via questionnaires and passports created when needed. • Students will have the opportunity to participate in either the Year 7 residential or the fully funded day trip. Increased social confidence and integration will be evidenced through participation in the Board Game Club. • Daily check-ins with the Transition Lead will ensure early identification of challenges, enabling rapid intervention and personalised support for attendance, wellbeing, and engagement.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Step-lab subscription	<p>EEF: Effective Professional Development (2021) – High-quality professional development, especially instructional coaching, has a “high impact for moderate cost” on improving teacher practice and pupil outcomes.</p> <p>EEF Teaching & Learning Toolkit – Professional Development / Feedback reports that structured coaching supports improved instruction and pupil progress.</p>	All

Thinking classrooms project	<p>EEF metacognition & self-regulation: High impact (+7 months) when pupils are taught strategies to plan, monitor and evaluate learning.</p> <p>Thinking Classroom approaches (e.g., collaborative problem-solving, visible thinking routines) align well with these proven strategies.</p> <p>OECD / Visible Thinking (Harvard Project Zero) research supports gains through structured reasoning and discourse</p>	All
LSA support specifically in Maths and English curriculum areas	<p>EEF: Teaching Assistants – When deployed in structured, targeted interventions, TAs deliver +4 months progress.</p> <p>EEF Literacy & Numeracy guidance reports emphasise that well-trained support staff can effectively scaffold learning in reading, writing, and maths.</p>	All
Classroom materials: whiteboards, visualiser etc	<p>EEF: Feedback – Visualisers and mini whiteboards allow immediate formative assessment, which has very high impact (+6 months).</p> <p>EEF: Metacognition – Supports modelling and worked examples.</p> <p>Rosenshine’s Principles (DfE-cited) stress the importance of checking for understanding using such tools</p>	All
Software packages and subscriptions (Sparx/Bedrock/Springboard Science/MFL packages)	EEF: Digital Technology – When used to supplement teaching with targeted content	All

	<p>and feedback, impact is moderate (+4 months).</p> <p>Sparx – Independent evaluations show improved homework completion and attainment, especially for disadvantaged pupils.</p> <p>Bedrock – Vocabulary instruction improves literacy, supported by EEF Literacy Guidance</p>	
<p>Forest School training x 2 staff members</p>	<p>EEF: Social & Emotional Learning (+4 months) – Outdoor learning builds self-regulation and resilience.</p> <p>Natural England & PHE research notes improvements in wellbeing, attendance, and engagement for disadvantaged pupils.</p> <p>Supports whole-child development and behaviour regulation.</p>	<p>1, 2, 4 and 5</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £75,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress and Culture Managers (5 roles) 1 x per year</p>	<p>EEF: Behaviour Interventions (+4 months) – Clear routines, consistent behaviour support and relational practice improve engagement and outcomes.</p> <p>EEF ‘Working with Parents to Support Learning’ – Culture and pastoral teams strengthen home–school links.</p>	<p>1,2 4, 5</p>

	Behaviour and inclusion support is strongly tied to improved attainment.	
Transition Lead: KS2-3	EEF: Moving up to Secondary School Guidance (2022) – Structured transition programmes reduce anxiety and support academic continuity. DfE studies on Y6–7 transition highlights that disadvantaged pupils are most at risk of progress dips without coordinated support	1,2 4, 5
Well-being team capacity (Student mentor role)	EEF: Social & Emotional Learning (+4 months) – Mentoring improves pupil self-regulation and engagement when structured. Public Health England (2014) – Pupil wellbeing is strongly linked to attainment, especially for disadvantaged pupils.	3, 4, 5
School-based AP: Top cast Angling, Empire Fighting chance, ASM sports.	Youth Endowment Fund (YEF) – Targeted engagement programmes reduce risk-taking behaviours and support re-engagement. EEF: Behaviour Interventions – Well-structured AP and enrichment improve motivation and attendance.	1,2 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 145,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded participation in school activities and trips including residential.	EEF: Arts Participation (+3 months) and Outdoor Adventure Learning (+4 months) – High engagement, improved confidence, and collaborative skills.	1,2 4, 5

	Social mobility studies (Sutton Trust) show enrichment strongly supports disadvantaged pupils	
Specific curriculum support (Music lessons, Art equipment, set texts for English, supplies for Technology based subjects)	EEF: Arts Participation – Boosts motivation and self-efficacy. Removing material barriers aligns with DfE guidance on inclusion and supports equitable curriculum access.	1,2 4, 5
Uniform and equipment supplies	Sutton Trust ‘Hidden Costs of School’ reports that material disadvantage reduces attendance, participation, and self-esteem. EEF: Behaviour and SEL – Reducing stigma improves belonging and behaviour.	1,2 4, 5
Attendance and Welfare officer role (2) and Minibus associated costs (driver and petrol)	DfE: Improving School Attendance (2022) – Strong early intervention and relationship-based practice significantly improve attendance. EEF: Parental Engagement – Home visits and transport solutions support sustained attendance for disadvantaged pupils.	1,2 4, 5
Attend software subscription	DfE Attendance Framework (2022) stresses the need for real-time data and early identification systems. Digital attendance tracking is recommended for precision targeting	1,2 4, 5
Funded places for Work experience and Alternative provision	EEF: Aspiration’s interventions (when combined with academic support) improve motivation for KS4 pupils. Gatsby Benchmarks – High-quality work experience supports progression post-16 and improves engagement.	1,2 4, 5

Educational Psychologist traded case work	EEF: SEND in Mainstream Guidance (2020) – High-quality assessment and tailored provision improve outcomes. DfE SEND Code of Practice – Early identification and specialist involvement are essential for disadvantaged/SEND overlap pupils	
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Total budgeted cost: £ 289,421 ((all figures correct as of 1st December 2025)

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

As part of our whole school commitment to prioritising Pupil Premium, we have reviewed our leadership structure and roles to achieve a stronger balance between strategic oversight and operational capacity to drive meaningful change.

One key decision has been to reconfigure Assistant Headteacher portfolios, ensuring that a member of the team now holds responsibility for Inclusion, acting as our SENCO, and providing strategic leadership for attendance and Pupil Premium. This change aligns with a broader restructure of our Key Stage teams, which is currently underway.

These developments build on changes already implemented for the 2025/26 academic year, notably the redefinition of roles for our Year 7 and 8 Heads of Year. Previously known as ‘Progress Managers’ with a primary focus on grades and outcomes, these roles have evolved into ‘Culture Managers’, emphasising belonging, engagement with school culture, and habit formation. We believe this shift will futureproof our pastoral system in response to current and anticipated levels of need.

Additionally, we introduced a bespoke PP Year 7 Transition Lead role starting in the summer term of 2025. This position is dedicated exclusively to Pupil Premium students, focusing on family engagement from the point of school selection in Year 6 through to the completion of Year 7. The aim is to ensure a successful, well attended, academically positive, and socially integrated Year 7 experience, before the role cycles back to begin the process again with the next Year 6 cohort.

NEET data:

Year 11 2024/25:

- Total students in Year Group: **199**
- Total NEETs: 3
- Total NEETs as % of year group: 1.5%
- Total NEETs who are also PP: 1

This our lowest total and proportion in the last 5 years, and is significantly below the National figure of 4.1% of 16-17 year olds (data correct as of November 2025: [Young people not in education, employment or training \(NEET\) - Office for National Statistics](#))

In 2024/25 we took an even more proactive approach to Destinations than we had in previous years. Examples of this include:

- Revamped approach to Sixth Form Recruitment, including a greater range of opportunities for subject discussions and student guidance.
- An improved range of courses on offer, including Economics for the first time in several years
- This led to our highest enrolment figures in over a decade (108 total, including 49% of last year's Year 11 cohort). Tellingly, we have also had the lowest rate of students leaving us in the first half term (2 to CCSW, one to Reaseheath, although she re-enrolled with us after three weeks away)
- Improved collaborative work between Key Stage 4 and Key Stage 5 in the spring term, coupled with our comprehensive approach to recruitment and retention, led to our highest proportion of students in the Sixth Form with a PP designation in Year 11 (23%) and/or an EHCP (5%)
- Assemblies and talks from other colleges/employers, in line with the Baker Clause and Provider Access Legislation. Students were given the opportunity for first-hand insights into CCSW, Reaseheath and the UTC
- Continuing the focus on Careers and Destinations following students leaving us. Contact and updates was made even easier this year as we asked all students to give us their personal email upon receiving their results (next year we will also ask them to join LinkedIn when they are old enough, and to join the school network)
- After Results Day there were only 7/199 students for whom we did not have destinations data. The member of SLT with responsibility for Sixth Form and Careers made personal contact with all 7 students and families between October half term and Christmas, to successfully validate our final dataset, that suggests that to the best of our knowledge only 1 student from the outgoing Year 11 was classified as NEET.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Provider	Programme
Changing education	NEET Early Access Programme The Changing Education Group – Be the First to Experience Innovation
Safe Opportunities	Work experience Safe Opportunities
ASM Sports	Participation in sport programme School Sports Coaching ASM Sports Stoke on

	Trent – School Sports Coaching ASM Sports Stoke on Trent
Reaseheath College	Work experience Key stage 4 - 14-16 programmes - Reaseheath College
Top Cast Angling	Engagement programme Fishing in school is catching on in Cheshire - BBC News
Thinking Classrooms	CPD Professional Learning for Teachers & Education Leaders Teaching Times